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CWU Living History Project

E. E. Samuelson
Interviewed by Steve Addington
October 10th, 1975

Mr. Addington: We could start by explaining the circumstances that brought you to Ellensburg.

Mr. Samuelson: The circumstances I would consider quite lucky, because at the time when I was finishing my graduate work at the University of Wisconsin, jobs even for Ph. D. degree people were very difficult to find. A relationship that existed between the new President at Central Washington College and my major professor made it possible for me to learn about a job out here. He had reported to Dr. Fawks, my major professor, and since Dr. Fawks turned around and recommended me, there really wasn't much to it. I was contacted by President McConnell as early as mid-February and a job was assured me. So, I had no great amount of time or worry about the question of looking for a job. This is not typical of a great many of students that I worked with at the University of Wisconsin. It was my good fortune. Many of the graduating students in other fields besides education were attempting to get positions in high schools where the salary available to them was \$75.00 a month and there were no takers.

Mr. Addington: What were your first impressions of the community when you arrived in Ellensburg?

Mr. Samuelson: Well, to describe them in terms of the immediate impact; my wife and I came to the Kittitas valley and Ellensburg on the Milwaukee train, which arrived here about four o'clock in the morning on June 6th and we were awake considerably earlier than that in order to get dressed and get ready for getting off the train. I recall that it was very hard to visualize the kind of community I was going to go into because all we saw from the train window were these barren hills east of us and we weren't quite sure at the time what kind of a situation we were going into. This uncertainty didn't last very long; we got into the valley, it got lighter, somebody was there to meet us and took us up to Kamola Hall where we were installed in a compartment and we immediately began to have contacts with other people, people who took their meals in Kamola Hall. At that time they were in Kamola Hall. It wasn't long before we realized that we were in a very friendly community. People who knew we were coming and who later became fast friends, were very gracious about including us in their activities almost from the very start. Because we came to Ellensburg just prior to the opening of summer school, there wasn't much time to sit around wondering about how we were going to like the community. Almost immediately we were forced into the process of starting to teach and to relate to students. There was no time...we just went to work, that's all, or I did.

Mr. Addington: Were there marks of the Depression on the community?

Mr. Samuelson: As I recall the marks of the Depression were not as difficult in Ellensburg and the valley as they were in other neighboring communities, like Yakima. One of the first experiences we went through, however, was that when we deposited money in what was then the Ellensburg State Bank, we...very soon after we had established an account there this bank declared bankruptcy so then we began to realize that hard times were here too, however in the fall when I began teaching an extension course in Yakima I soon discovered that the lower valley had even more of a problem because much of the industry, much of the agriculture there was a one crop proposition, namely fruit. There was evidence there that this was causing hardship. Many people, for example, were standing on the street corners attempting to sell apples. In this community and the valley up here the nature of agriculture was such that the effects of the Depression were not so crucially felt. Diversified agriculture meant a great deal in holding up this community to some extent. The effects were felt, but not in any way as much as they were in the lower valley.

Mr. Addington: What were your first impressions of the college?

Mr. Samuelson: Remember now, this is the first college I had come to after my graduate work and I really didn't know what to expect, I found, however, rather interesting place in terms of kinds of building structures, but most of all in terms of the faculty and the students. There were only a limited number of faculty people at that time. I think the number of the faculty was 36 and in that small a number it didn't take very long to get acquainted with most of them...to have face to face relationships. The community, likewise, was not hard to become acquainted with, at least among those families that had something to do with the college. So, my impressions of the college were favorable. I suppose when I was a graduate student I might have thought that I could get into a larger college, and this was a small one. I think the student body that summer only numbered about 300 students. So, it was apparent that it was a small college, but I never regretted the size of the college.

Mr. Addington: What were your duties and responsibilities?

Mr. Samuelson: I had quite an assignment. Much of the assignment, of course, were things that I didn't have to do immediately. One of the first things I had to do was to take over the placement office. I was director of placements. The position that I was...had been vacated by our then registrar, Mr. Whitney. So, he was leaving it entirely to me and this job had to be started right away. I was also head of the education, psychology and philosophy department. This was not an immediate...that was not of immediate consequence, but one that I had to work into. I was also director of student personnel and this was a large job, but one that I wasn't as...it wasn't as large at that time' because the number of students was so small.

Mr. Addington: How were placement services effected by the Depression?

Mr. Samuelson: In the year before I came here, perhaps the Depression had reached its lowest point as far as teacher placement was concerned. Mr. Whitney reported at that time that only about 38% of the students were placed. This would be in the 1932...'33 year. I took over for the 1932, '33 year and in that year we placed 60% of our graduates, so the low point was really in 1932, '33, because after that the percent of placement kept going up. This is not to say that it was easy for students to get jobs. It was not possible to place everyone and there was a feeling of an acute need on the part of those that had spent two or three years in college and were ready to go out to teach and they had no money and were really in a very dire state. Of course, remember that 40 percent of them didn't get jobs, look at it that way and that was quite a large proportion.

Mr. Addington: Were they being placed locally?

Mr. Samuelson: They were placed mostly in the...well, by locally, if you mean in the state of Washington, practically everyone of them was placed in the state of Washington. Most of them were placed in the valley, although we had an arrangement at that time with the city of Seattle. The city of Seattle would ask us to recommend five or six of our best teaching prospects. On our recommendation they would hire this number as cadet teachers. This meant that they were not on the salary scale for the first year. They were paid a commensurate salary, but were not placed on a salary scale until they proved their worth. So, they had to make good in that first year. But, if your talking now about the range of salary, it might be interesting to know that in that first year and for some years after that, the salary...yearly salary was somewhere around \$600.00 and in some cases lower than that. As I recall Seattle cadets got \$750.00, but that was high. I don't think any other student got anywhere near that amount. Some got less than \$600.00.

Mr. Addington: What kinds of criteria were being reviewed as far as placing students?

Mr. Samuelson: By criteria I suppose you mean what does the hiring person have in mind. Well, this goes into another matter, because jobs were fewer than the supply at that time...the teacher who was experienced and looking for a job had the edge. Inexperienced teachers were not wanted, if experienced teachers could be found. So, the first criterion was I suppose, that made the difference, was experience. That's different than it is now, it's the reversal now....we don't have enough jobs for all the people who are qualified to teach. Because of salary scales, the experienced teacher is too expensive in most cases. An inexperienced

teacher, in most cases, is less expensive, because he has to start at the bottom of the scale. This probably accounts for the fact that few of our people were placed in city systems in the early '30's. Most of them were placed in agricultural districts where the superintendent was willing to hire promising youngsters for a low salary and thereby could maintain a fairly moderate salary scale for his teachers. In other words, they were hired in cases where it was important to keep the salary scale down.

Mr. Addington: Were there any special efforts to prepare students for rural teaching?

Mr. Samuelson: Yes, that's interesting, there were. We had a lady on our faculty whose main area of work was preparation of teachers for rural schools, by which we of course mean one-room school particularly or maybe schools of two or more...or three teachers, and not the grading system that you would expect to find in a city like Ellensburg and others around. This was a direct preparation situation. Miss Moore, who was the teacher, was very effective and very well thought of among the schools that took our graduates...the rural schools.

Mr. Addington: What were the effects of the Depression on faculty as far as salary and cutbacks?

Mr. Samuelson: I can only...I can typify this a little by telling you about my experience. I came to Central for an annual salary of \$3,200 with an additional amount for teaching summer school, but the state legislature met in the next year and the activities of the state legislature were interesting because they were faced with the problem of raising money under very difficult circumstances; so they cut the budgets of the higher institutions and I recall very well how much my salary was cut because after being here a year my salary was \$2,600. This of course was typical of what happened to other faculty members. In order to keep their jobs they had to accept that cut.

Mr. Addington: Were there actually faculty cutbacks, were there people relieved of their jobs?

Mr. Samuelson: I don't recall that. I think not, I think the main emphasis was to try and keep everybody on the job. But, of course this could have meant that if any vacancies occurred they may not have been filled. I don't recall anybody that was let out, because there wasn't money enough to go around.

Mr. Addington: Do you know at what level that decision was made to cut salaries rather than cut jobs?

Mr. Samuelson: I think this was largely the president's decision. The president worked very closely with the Board of Trustees, but he probably made that recommendation.

Mr. Addington: Were there enrollment problems during the Depression?

Mr. Samuelson: I think there were maybe about 350 students here the first summer when I came here and as I recall the...in the fall the enrollment, which generally was not quite up to the summer school enrollment, was probably closer to 300. It may even have been a little less than 300. As I recall this was really the low point as far as student enrollment was concerned because it gradually began to increase. By '34 it had probably gone up 100 students or so. It continued to go up from that point.

Mr. Addington: Were there proposals to close one of the colleges down?

Mr. Samuelson: Not then, but a little later under somewhat different circumstances, the bill was introduced to close one of the state colleges and it happened to be Ellensburg, so...we had to weather that storm. There was no time when we actually were out of business, but it was threatened. I should say that was around '36...'38, somewhere in that area. But, the legislature voted to continue to support all of the colleges, so we got through that one.

Mr. Addington: What about government assistance for students?

Mr. Samuelson: I don't recall that there 'was any government assistance, if you mean government assistance, in those early years. We had practically no scholarship program. We attempted to find work for students on campus and a good many of the students who came here needed to work, so it was common for us to try and get them jobs in the community or on the campus.

Nr. Addington: What changes were necessary in the lifestyle and attitudes of the students during this time, to cope with the Depression?

Mr. Samuelson: I think this had been apparent for some time; the students that came largely because the costs were low, it was a small student body and a democratic college community and they choose to regard their opportunities to be greater at Central than elsewhere. This in a sense means that we probably got a somewhat different type of college student than others. For example: I think there would have been a marked difference between the students that came here to Central and those that went to Whitman College or Reed or even the University. Maybe this was influenced somewhat by reputation that we had among high school counselors, that students who needed to be given personal attention had a better chance at Central than they had at some other schools. It was typical, I think, of the students as I recall them, that they didn't have much money. They were not sophisticated in the sense. Since we never had certain institutions like sororities and fraternities, these are the students who would not normally be interested anyway in belonging to fraternities, sororities. They were...it was typical for them to have to get along on a limited budget for clothes, especially the boys. As I remember the boys were not well dressed, they could hardly afford to have much in the way of clothes. It's a very interesting contrast with today where the same kind of clothes are clothes that are put on because they are fashionable. I assure you it wasn't that they were fashionable it was about the only thing they could afford.

Mr. Addington: Were there many men going to school here then?

Mr. Samuelson: Not so many, although we only had one dormitory, which was used exclusively for men students and that was Munson Hall. While there were other students who lived in the community, the proportion of men was rather low. Talking now about those early years. As the student body began to grow the male body became larger and of course in time there were more males here than females.

Mr. Addington: The growth of the student body related to a switch from a normal school to a college?

Mr. Samuelson: Well, very likely, although I don't think the switch was noticeable at first. When I came here the college was still Ellensburg Normal, but the legislature had provided for making three normal schools; one at Cheney one at Ellensburg and another one in Bellingham; colleges of education. So, actually, in the year 1932, '33, which was the first year I was here, we did have a senior class. And, in June, 1933, we had a graduating class of seniors. I think there were about 12 in that class. But, for sometime after that we were still turning out teachers on a two-year certificate. A two and then a three year certificate and finally of course we moved to a full four-years for a teaching certificate.

Mr. Addington: During the early '30's they began diversifying the program a little bit and establishing a general college program in addition to the education program?

Mr. Samuelson: Yes, I think there were students and there were a considerable number of local students who came to Central not because they were seeking a junior college, but because we were performing what amounted to a junior or community college function. Students didn't all go into teaching, but they found it convenient to go to Central for their first step of college program. For quite a time there was a considerable drop-out of students in the freshman and sophomore years. Not because of grades, but because students had gotten a start and then wanted to go to the university or some larger school where they could specialize. You have to remember too, that for many years Central was preeminently a teacher education college. Students were not all inclined to become teachers. They might have considered it at one time, but some of them change their minds and so there were people there that had to transfer if they wanted to continue their college work.

Mr. Addington: What were the steps that lead to the granting of B.A.s in other fields?

Mr. Samuelson: Well, I think it was an outgrowth of what I have been describing. Students came here...we were performing what amounted to a junior college function for students in our vicinity. So, these people constituted a problem to us in the sense that we began to see that perhaps we ought to have more to offer them in the way of courses and of course eventually it looked as though we ought to change our name. I think this was in 1957...I believe that was it, when we became a state college. We had lead up to that by gradual steps and at that time it became necessary to have a college with more than a basic function of teacher education.

Mr. Addington: How did this affect the education program?

Mr. Samuelson: Well, I think it worked both ways, and this was part of the argument we had. It's easy to see that we needed the other program in order to retain students who found that they would like to continue and stay at Central, but who didn't want to become teachers, so in a sense the opportunity to go into another program helped us to deal with students who didn't feel that they wanted to continue pursuing a program towards teaching.

Mr. Samuelson: I think we also realized that the transition would be in the other direction, too. In other words, students who might normally not know what they wanted to do when they came to college, would transfer into the teaching program. You have to realize too, that at this time the number of junior colleges in the state was not a great number and so the privilege of going to a community college, a community-based college, was limited. Along with this trend that I'm talking, about came the development of more and more, establishment of more and more community colleges, so we were trying at that time to be a community college as well as a four-year teacher-training school. That's not so apparent now and & interesting thing about it, enrollment at the college at the present time, is that it's very likely that from now on the junior class will be the largest class in the college, whereas before it was always the freshman. The sophomore class would be next in line, then so on along the line.

Mr. Addington: What brought on the establishment of the graduate program?

Mr. Samuelson: I think that was brought about by a process which was state supported; namely that teachers should have...well, first of all the teacher should have a four-year program and a degree. Then after that we began to see the necessity of education after the first certificate. In other words, the first certificate became provisional certificate....it allowed a person to teach for a limited time. When this provisional certificate was issued on the basis of four years college work, then it made it necessary for that a person to continue in some way through summer schools or through ceasing teaching for a year, to put in his fifth year. At the end of the fifth year and at the end of successful teaching two years, then he could go for what was called a life certificate, which is an advanced certificate based on successful experience and additional college work. That of course, is where we are now. Everyone goes through that process. The number of students that continue to come here is always large. The master's degree came later, but again it came as a result of the fact that the students who came here and did graduate work favored the idea of staying here for that first part of the graduate program and so it was a natural consequence that we went to a master's degree. For a long time the first one was master of education. What it did do was to give these people a good start in their graduate specialization, if they stayed it was because they preferred to stay with a relatively small college and a faculty with whom they could relate very easily...in preference to going to a larger school, where they would have less personal contacts with the faculty.

Mr. Addington: Has there always been a stress at the college here on a strong faculty-student relationship?

Mr. Samuelson: I think so, I think it is a natural consequence of location, some people may think that Central is badly located in the sense that it is an agricultural community and there is no large city here or in the near vicinity, consequently what we quickly developed into was a resident college and we had to provide dormitories and we had to provide services for students that were outside of the classroom day...in

other words, people had to live here, they had to be fed here, they had to find their student activities on campus. They weren't but few opportunities in the community for a social life of students. This of course added to the development of a social program and personnel appointed for the purpose of serving the student needs. All of that meant that there was far more association within the college between students and of course between faculty. As long as the classes remained quite small it was a very distinctive feature of our college campus to have this. What happens later is that the college started to grow, you started losing that reputation because it wasn't as easy to maintain that kind of college atmosphere.

Mr. Addington: What accounts for the lack of sororities and fraternities?

Mr. Samuelson: First of all the relatively low financial standing of many students. Second, I think the people who were attracted to fraternities and sororities were those who went elsewhere expecting to get it. Those who came here knowing that there was no such program here selected this school because they really wanted this kind of social atmosphere. When it began to become a problem and the problem was raised and we were solicited by national fraternities to organize chapters here, we went through a period in which the students were asked to express their opinion and on several occasions the students turned down the opportunity to bring certain sororities or fraternities here and I don't think they have ever gotten out of the mood of rejecting, although it has recurred several times.

Mr. Addington: Prior to World War II, what were the attitudes on campus about the war in Europe....among say, the student body and the faculty?

Mr. Samuelson: I don't think you could say the attitudes were unique. It was something that male students, particularly, had to cope with. Of course they weren't very happy about it, but they knew in the long run they stood a good chance of being drafted. Now, some provision was made to allow students to stay in college and finish their work rather than to be drafted...so for a time this maintained a sort of stable campus, but the feeling was there...the unrest was there, that the war would involve them. Since in World War II this country was involved in....rather early in contrast in 1917, '18...we couldn't very well stay neutral for very long or stay away from thinking about it. I remember that this became a subject of some assemblies. I remember particularly Henry Whitney, who was one of the real (stalwarts) of this school, he had been here a long time. He spoke to the student body about this need to regard service to the country as an important factor that they couldn't and shouldn't dodge. Gradually, too, more and more of our male students...present male students and future, possible males students were siphoned off in military service so that in the later years the percentage of male students dropped almost to nothing. Now, this of course changed the institution a great deal. The lack of males of draftable age made a difference in activities and when we negotiated for air detachments to live on campus, and gave over Kamola Hall, which is a women's dormitory, and restructure it to be a barracks for males students, we also created a great change in the atmosphere of the school, because now the students who were of course training to become pilots were also students in a certain sense and it made a good deal of difference in the kind of school atmosphere we had.

Mr. Addington: What kind of logistical preparations were necessary for the Army Air Corps students?

Mr. Samuelson: To be here? Well, as I say at that time we didn't have to build what was normally required in a military establishment...special places for them to live. Kamola Hall served to contain, what I don't think at any time was larger than 500, about that size. Of course, these things were true too; as far as the military end of it is concerned, the officers came with them. People were offered any kind of courses needed for the military program. Another thing that happened was interesting in the sense that it created jobs for faculty members who otherwise would have had to quit, plus people who were outside of the college were drawn in for the purpose of offering academic courses to the cadets, mainly. We dropped in enrollment as a result of losing the men and some faculty members did drop out because there was no need for them, but many of them were hired back over a period of time to teach courses sometimes Out of their specialty. For example; the head of our music department, Wayne Hertz, was hired back to teach English and there were other faculty members who taught mathematics...this was not necessarily in their line, but this was what was done in many cases.

Mr. Addington: How did the army air corps affect social life on campus?

Mr. Samuelson: Well, they were males and this meant partners at dances and we attempted to maintain a...usually the end of the week, a program of dances so that this brought many students and air corps cadets into social relationships. I can remember even before we got the air corps, that we had this sort of experience, for example; there was a contingent over at Moses Lake, I believe and one down here at Yakima, out at the firing range. We solicited the cooperation of these encampments to bring the men to campus. This was on a short range basis...sudden dates, impromptu dates for dances. This was interesting in a lot of ways. It was a highly motivated affair, at least on the part of the young women. I remember one time when we had a contingent of men from the firing range down here, men that had been out on duty out in the sticks, who came up here and they were very groggy because they had already worked a hard days work...so, the kind of dance experiences were limited to sitting around a good deal because these people were too groggy to dance. Anyway, we had to try a number of those things to make it more socially desirable. After the cadets came here then we had a built-in social arrangement. I really can't remember anything about the transition from the leaving of the air corps encampment and the return of the veterans. To me it would seem that it was no particular gap. The next thing we were aware of, on the campus was a sudden need for facilities for a number of veterans. We didn't have the dormitory space at that time as we have now, so when they came in great numbers we had to house them suddenly and that meant taking over some of the airport housing that was used during the war. These were barracks mainly, buildings which were not a very good structure, not very warm in the winter. Here we had twelve or thirteen hundred of them living out in these shacks trying to keep warm. That was quite an experience. All at once they did produce a tremendous influx of male students, so they really supplanted the male students we had in the air corps program and more than that...there were more. For a while we had some very interesting problems dealing with them. Some of them, of course, had to do with a change of standards. Before the war and even during the war we were quite prissy about a lot of the things. We didn't allow drinking in the dormitories and didn't for quite a while after that, but these people, these young men who had been in war had already had experiences of this sort and there wasn't any way to stop them from doing this, especially when they were a couple miles out of town...three miles out of town at the airport. At that time I was also dean of men, besides being dean of students, because the transition didn't provide for a person in this category, so for a few quarters I was dean of men, I had to supervise the housing out there. It was also the beginning of our student union effort. We had a building out there that could serve as sort of administrative building and in time this building was moved onto the campus and still appears to the east of the student union building. It is used now as an air corps building and our present R.O.T.C. program on campus, but for a while it was our student union building. Of course these veterans were somewhat interested in organization, so we tried to provide a service building out there with some help to them in the way of an organization. However, they were older than the other students that were on campus, so they weren't interested in everything that we customarily used to do with students. As I say, from that slight beginning out there we moved the building onto the campus, we called it the student union building even though it was still very much of a temporary building. We had a person in charge and might be thought of as a director of student activities at the time, which he was not qualified in any great sense. That takes us up into the period when the...we not only were getting veterans back, but we were having to house a considerable number of students. We worked it out on campus as soon as we could because of the facilities out at the airport were not especially good to maintain or to put money into. This brought us into a phase when we were able to get some other housing from over on the coast around Bremerton, I believe. Bring that over and set it down on the campus. The buildings I am talking about are on the north campus. There are still some of the buildings there that we had. We name them halls and proceeded to put most of our veteran students there...all of them, the men students were in these. These weren't much better, as a matter of fact, from the barracks we had out at the airport, but they were fixed up as much as possible and they were heated with the central heating system of the college. In the winter weather they were still not very warm, especially at the end of the heating line. But, they served for a good many years as dormitories for students. Then, of course, we started the building of new dormitories, most of them on the north campus. So, in time we were able to remove students from the temporaries into the new dormitories. That transition took a good many years and it has only been the last two or three years that the buildings out there have been used for other purposes. For instance, faculty offices.

Mr. Addington: Did you have more married students because of veterans and different problems because more of them were married?

Mr. Samuelson: Yes, we soon discovered that we not only had to take care of single students, we had to provide for married students. This was a new experience and called for organizing married student units. We have been at that business of providing married student units ever since. At the present time I understand, whereas we have dormitories for single students that are not now used, we are able to supply...able to house ...the facilities that we have offered for married students have been constantly full. After we have built several of them in various parts in the upper campus, we have had little trouble in keeping them filled, but on the other hand we have dormitories that have not been filled and are not now filled. That's a trend that I think is continuing to develop, that has nothing to do now with veterans. It's just the fact that a good many of the students who go to college are married when they get here and they need married student facilities.

Mr. Addington: You don't think that problem is related to the influx of veterans from the Vietnam War?

Mr. Samuelson: No...I have no statistics on how many veterans from the Vietnam war we 'ye had. This is partly because I retired before the Vietnam war was over and so I don't know what, but I presume a good many of the Vietnam veterans would be married and therefore need married student housing. But, for whatever reason I think we can say that the trend among young people is for fairly early marriage. Certainly not true in my case when I was going through that period. I went through college before I got married and marriage of course was postponed. But, earlier marriage is the customary mode now. So, it's not unusual to have one or both of the marriage couple going to college at the same time.

Mr. Addington: Were there any child care services provided by the college?

Mr. Samuelson: No, not at first. This was taken care of by a variety of means. Some people of course would use free periods...well, the couples to quite an extent, used free periods to cover that need. The male student, the father, would be available at some times, the mother at other times. Then they clubbed together by units so that a particular person could operate a sort of nursery situation. Then more recently we had to provide units in which central facilities were available for taking care of children...like the one up here at Brooklane has one, a separate building where children can play under supervision. So, I guess we are committed to that too, to some extent, now.

Mr. Addington: Were there any programs to recruit veterans after World War II?

Mr. Samuelson: Well, I'm not sure about this...I would imagine that most of the students that wanted to come here, enrolled in and were able to get accommodations through the normal process of registering by mail or writing in by mail. Of course there is another feature that ought to be written in here and that is the annual effort that colleges were making to contact high school students. I had a part in this for a good many years. We used to visit high schools on a short and privately arranged basis, until we discovered it would be more to the advantage to the high school if we could come at one time. So, the colleges organized among themselves a program that took the college representatives to a center and then students were organized in those centers in such a way that they had certain periods that they indicated their preference and were able to talk to two or three or more college representatives at one time.

Mr. Samuelson: This of course, included quite a lot of high schools other than the ones we visited...high schools from the neighborhood simply sent their senior students there and had the whole program worked out. Then if you went there you had a different group of students to talk to every period. That was a very busy day, incidentally. They are still doing it that way throughout the state. I guess it's the logical way to get information to...you don't get to see all the students who might be interested because they have only about three choices and they only see the people whose choices they already listed, so there are some drawbacks, but it works quite well.

Mr. Addington: How well is the geographical range cover?

Mr. Samuelson: We never went out of the state of Washington, although some Oregon colleges near the border would send representatives to the centers in Washington, at least those along the southern border of the state. The colleges involved were the colleges in the state of Washington...the main colleges, and some of them were private. All of the state schools like W.S.U. and University of Washington, Western Washington, Central Washington, Eastern Washington...in some cases I believe the community colleges were represented, but not in every spot. Then of course the private colleges were those in the state or some in northern California...or northern Oregon, I should say.

Mr. Addington: What points did you use to try and sell Central to the high school students?

Mr. Samuelson: I suppose what you mean is; how did we argue for our college, what did we stress...that might interest them at the college? I think we stressed the fact that we were in a small community, not in a big city and consequently we had offered to the students a great deal more than merely a set of courses. We had offered them student life in contrast with bigger schools. We normally provided for a student government program with activities that were quite widespread; dances, one or two every weekend, a considerable amount of personal attention, opportunity to know their faculty members personally and they got to know them. A democratic attitude on the part of all the students here. Those were stocks in trade. We also had...and I think I have mentioned that before, we also had a tradition of expecting a kind of student who wasn't...didn't come from well-to-do parents, we never had sororities and fraternities because the students didn't want them. The kind of student who came here was a student with limited means and in some cases they had been advised by their high school counselors to go to Central because they would get more personal attention, their study needs. So, we had that kind of student and we could always use this as an argument in favor of coming to Central for various students, not necessarily the brainiest in class...I suppose we got our share of them, but the student body was characteristic, sort of middle class.

Mr. Addington: Was there a recruiting effort to try and recruit junior college transfers as well?

Mr. Samuelson: Yes, soon we got into a program of realizing that we had to and ought to work closely with the community colleges. This is because many of the students preferred to stay at home if there was a junior college nearby and go to a junior or community college for the first two years. Many of them had to be visited at the place where they were studying in their first or second year, if they had in mind the problem of transferring to a senior college. So, we did a lot of that work, too. Quite a bit of advisement to care on to make sure that these people had taken the necessary courses and were ready to move along with the program at this college. We spent, all toll, we spent a good deal of the spring quarter doing this kind of work.

Mr. Addington: Was there a lot of competition between the various state colleges for the students?

Mr. Samuelson: Yes and no, they...we didn't profess to be competitive at all, but actually we were because we were as anxious to get as many of the high school seniors and junior college people as we could. So, we had to be a persuasive as possible. And, of course we had to offer them, some encouragement in the way of scholarships which were available, work opportunities and things like that. Those matters were usually mentioned and if they expressed further interest we could work with them through correspondence.

Mr. Addington: During the late '50's they had students who were living in hotels, is that right?

Mr. Samuelson: Oh yes, well that's another phase. It took us a while to build dormitories. When the war came we only had three dorms available here and then of course following the war I have told you about...I mentioned the use of military establishments that were moved to the campus, but even that was not enough. So, we had to house them on several occasions in downtown hotels. For instance, we took over the top floor of the hotel downtown...Antlers hotel. Another occasion we found an upstairs motel unit down on Fourth Avenue and filled that unit with students. These were difficult assignments because you had no live-

in arrangements for any counselors, as a rule, you had some older students who took over, but not in the way in which we had house mothers or house counselors...parents. So, supervision was not the best...the housing was not the best. They were old hotels and the rooms were not modern in any sense, but we got by.

Mr. Addington: Were these units contracted from the owners of the hotels?

Mr. Samuelson: Yes, usually....now, this upstairs hotel I was talking to you about, was not sufficiently used as to leave it open to other tenants. But, we simply took over and used that space. Antler's hotel had continued to have patronage, people coming in for rooms. We got around that somewhat b' having it on the top... having the students on the top floor so they didn't mingle too much with the regular customers or the transients that came in. But, it was a real era well...we weren't sorry to get out of this program because it wasn't ideal.

Mr. Addington: How did the students like it?

Mr. Samuelson: Yes and no; they liked of course the idea that they were more free in that type atmosphere, they didn't like it in the sense that their contact with the college was minimal. They were outsiders away from the campus. So, I think it was a 50/50 proposition; they were more free of supervision and less a part of the college. We got rid of it, of course, when we started to build other dormitories on the campus. We have been building them for a long time and now we have reached the point where we don't need all that we have got. I don't know whether we will get back to using them all or not.

Mr. Addington: The college has regulations that restrict some students to living in the dormitories. What was the philosophy behind these regulations?

Mr. Samuelson I think the philosophy goes back to what...a controversial principle, which is called in loco parentis. In loco parentis means, of course, in place of parents. If we believe in that then...and if our people, parents who are sending students to us want this, then it means in effect that we are substitute parents. And, as such, we provide supervision of personal behaviors to the point where we think it approximates what the home would have to offer in the way of parental supervision, and so on. This principle has been attacked for a good many years. The student government association beliefs have been against this for a good many years. Eventually student leaders have succeeded in exploding that myth. Of course, working for a greater amount of liberty or freedom on the part of students, to make their own choices. If you want to bring it up at the present time...their transition has been quite complete. Now, whether this is a right move or not, I'm ambivalent, I think students...the need for their own development, a certain amount of freedom to explore and grow into adulthood by actual giving them greater permission to make individual choices. They don't always make the right ones, and whether the casualties that might result from bad decisions are something that ought to be circumvented...I don't know. Of course, one problem that we have changed our attitude on is the question of drinking in dormitories. This was formerly considered a violation of the rules of the campus. The house parents and house mothers had a certain amount of responsibility for seeing that that regulation was lived up to. The students, if they wanted to go contrary to it, had to go undercover a little bit. I'm not trying to say that this rule was always followed to the letter, but at least we made known that there were certain things that we would have to forbid them to do. Another feature...and this was also at the time when we had dean of men...deans of men and deans of women. Here the...you had a contradiction between the perception of the deans as being people to be avoided, strict interpreter of the law and ready to pounce on student criminal...on the one hand, then you also had the concept which you were trying to sell, of having someone to whom students could be related...whose offices were available to students, who were willing to talk about students and activities of students...advise them in various ways. Deans were perceived in both ways; a dean of student, I was it, were probably perceived in both ways because for one thing I had to do very much with the scholarship program, the program of scholastic confidence. Students who fell below a certain line became automatically a job of counseling; both individual and group counseling, in regard as to how long they could stay in school. So, this program, which we probably ought to discuss later a little bit, still haunts me to the extent that many students who I now talk to say, 'Oh, I remember when you told me that you better not think about going on to college, your grades are too poor.' And, while I

never remember saying this to a student, he perceives this experience and he's glad to come back and say, 'In spite of what you said, I made it

O.K., now, what we have now...going back to the disciplinary, what we have now is a purely *laisse faire* attitude, which is to say that no one really speaks for the students and sometimes it's nice to think of the deans as being a kind of counselor...legal counselor for students, so that when behavior erupts in the community and involves college students, then the dean or men or dean of women is there to support the rights of students. To take care of problems on the campus, which normally would require incarceration in the city jail and some other way of campus without any thought of the college being involved at all. More or less we had a relation with the community that we would take care of the problems arising in the campus, they could tell us about them, they could help us to find and locate them, but they need not be concerned because we had our own no system of dealing with it. At the present time we haven't such system. We have no *in loco parentis*, we have nobody who stands for the students and for the student's rights. I think that is a loss, personally. When you find that police can invade the campus and find criminals, when you find that other members of the campus can tell on students, can make charges against students to public authorities, you have a complete breakdown of this kind of system of student counseling or student discipline. The trouble is, students were too much concerned about the disciplinary aspect of it to realize that there was more than pure discipline, there was a kind of a framework such as the parents would provide at home, which enabled them to meet these crisis without making them real tough and sore experiences. If you want me to talk about the student's scholastic situation, I should say that we had a committee of faculty members whose business it was at the end of every quarter to look over the student records, which were kept up-to-date in the dean of student's office, that's my office, and to see to what extent students were meeting standards at the college. If they were not meeting standards and it became a question of saying; 'Well, you've gone as far as you can without special permission to re-enter.' If, for example, they had low grade points for two quarters, then they became the business of the student personnel committee. They would be informed that they would have to meet with the committee. We would meet usually at the beginning of the next quarter...we would meet with the students. Sometimes the meetings would last until midnight and later, we would have a great bunch of students to talk to. We didn't automatically dismiss them, even though the regulations said that if they're low for two quarters they are automatically suspended. They had the right of appeal and the rights of appeal meant that we had a great many students to see before the quarter got underway. Some of them we readmitted because they made a pretty good appeal because there was other evidence to indicate that maybe after two quarters of rather disappointing grades they could do better. Others we automatically said, 'Well, that's as far as you can go and you can't get back into school until you have had at least two quarters out of school, preferably in a community college.' So, we were not only seeing students who were currently below standard, but we were also seeing students who wanted to be readmitted...this was quite a bit of our job. We did readmit quite a number of people. I think I said last time we were together; about two out of three under these circumstances generally made good. There was always an interlude of time between the first record and the next record at school and the result were quite startlingly different in most cases. That was always an interesting conjecture to me as to what made the difference; was it because they went to a junior college and got some good grades...hardly, because they would have to have a changed attitude and a changed attitude was probably the most important ingredient. They weren't ready to be serious minded about college, perhaps, at the beginning. They had come to college because others of their particular crowd did come and they felt they should go themselves. So, something in the way of maturity, something in the way of sharpened motivation resulted from having to stay out of school. Some of them didn't go to school at all, but went out and worked and they found that the kind of work that they were able to qualify for and the kind of associations they had on the job were not the kind of life they had thought they would like to live. College became a goal for them again; some of them got married, a good many of the boys went into military service. All those things had something to do with the changes that occurred after a year or two...two quarters, at least.

Mr. Addington: Do you see a difference in the scholastic achievement in the veterans and the other students?

Mr. Samuelson: As a rule the veterans did much better, they were older and they had gone through these experiences of being in the military service and rubbing elbows with a lot of different people, many of them uneducated. If they came to college at all they came with the idea that they were wanting to do a little bit than the kinds of people that they were surrounded by in military service. So, the percentage of success among the veterans was quite high. It wasn't perfect. In fact, in some cases it was difficult for veterans to settle down after being in military service, Vietnam too, I suppose, and the Korean War. As a generalization, I would say the veterans were a more stable group and came up with better scholarship.

Mr. Addington: The students that scholastically dropped-out, why did they dropout, what were their problems? They weren't just scholastic problems?

Mr. Samuelson: No, you could hardly ever say that they were pure scholastic problems. A scholastic problem...a scholarship achievement was only the end product. What brought them to that kind of performance was a variety of circumstances. I mentioned one and I think this is probably the greatest one; immaturity. The high school students who came directly from high school, college...generally not older than 18 and in a public school system where they were carried along whether they made high achievement or not, in the public system is more or less true. They hadn't developed a high motivation for academic learning. I'm not saying all of them, I'm just saying those who found themselves short. Their motive for coming to school was not to learn a degree and become a teacher or some other professional person, they really didn't know why they came to school. They came because others did. So, low motivation, immaturity were the most important reasons. When immaturity and low motivation was linked with poor study habits, inability to read well and things of this nature, of course the hurdle became too large. We of course gave tests when they entered school or before they got here, and we discovered; for example, that there were especially for the amount of male students there were a lot of low scores in English even though they had had English through high school and all the way through public schools. They still didn't know much about English. One manner of treatment was to put them in a special English course, which got labeled Bone-Head English, of course. This was a course in which they were rather resentful because it lumps them into a category they weren't particularly eager to accept. Of course, rather than learn what they needed to know, they were more or less rebellious and would not do very well. So, you had that group of students that weren't able to do college work. We were not able to do too much in the way of remedial reading courses. We did offer some of them, but not too much. They fell by the wayside and classes where other students were doing much better than they were. There was a loss and that loss was irretrievable. So, when I talk about the people who come back after having low grades, what we should realize that I am excluding the group who never came back at all. These people were permanent losses...I don't know what happened to them. But, if they had the gumption to come back their chances of success after a while was I think pretty good, when you have about 66% chance of making good.

Mr. Addington: Your experiences in this area span a thirty year period at Central?

Mr. Samuelson: Longer than that, 37...from

Mr. Addington: Did you see changes in the scholastic ability of the students when they came out of high school and came to Central?

Mr. Samuelson: That's kind of a difficult question to answer because of the fact that when I first came here I have to admit that Central was not considered to be.... as a college institution, it was not considered to be on the par with the university, or W.S.U. Certainly not on the par with such selective institutions as Whitman College or Reed College in Portland. I would have to admit that what happened under these circumstances is that many of the top students who were interested in a different type of college never came here. They went to private colleges like Whitman and Reed who had high scholastic standards and they were usually admitted. They were honor students in high school and they were sought after by these schools and they wanted to go to them, whereas the people who came here were people who were of limited means, had not shown up bright in high school. They wanted to be a teacher because they felt being a teacher didn't require quite as much academic brilliance as other fields. So, this tradition was here when I

first came here and maintained for quite a while. Not because the faculty liked it; the faculty tried to...if they were not particularly interested in teaching and teacher preparation, they would try to criticize the methods of selection of students here and they would also engage in a kind of a private warfare about trying to make students see that they didn't belong in college. Now, this is the aristocratic view, a good many of my colleagues have been aristocrats in that sense. I don't think their methods would be good personnel practices, however there were faculty people who would make comments at the beginning of a quarter when they saw their freshman, by saying you better look around to see who your neighbors are because in a quarter or so you won't be seeing them around anymore. This kind of negative motivation was supposed to be helpful in cleaning out the student body and bringing in more live students. Now, that tradition has prevailed and still to some extent is true in teacher's colleges. I say that with all due respect to my profession of teaching and to my philosophy. I say that probably we have failed to get our higher proportion of scholarly people, as some of us who have.....Now, let's see, having said that I think we should say that several things have changed the population at Central. The image at the college has changed and it has changed in this way... that we could always use as a barometer of success as long as we are preeminently a teacher-education college, we can use a barometer of success in the extent to which the school systems accepted our graduates in teaching. I don't know what you know about this, but I want you to test this if you have any opportunity; my theory is, and I have certain reasons for believing it, is that you will find among the teacher training institutions in this state. Central rates up near the top. That's taking the University and Washington State and other into consideration too. We simply do a better job of preparing students to go out and teach than most, if not all of the others. This was based, not so much on any academic standards, as on a kind of personal success that is recognized by superintendents and other people in the field. I'm sticking my neck way out on that, but I think this is true. Now, that s scholarship, when I was in charge of placement I used to send out to the superintendents rating sheets to be filled out on the first year teachers. I did this for several years and while you naturally expect a skewed distribution of ratings on a evaluation of say excellent, good, fair and so on. It was interesting to me that the majority of ratings on our teachers were in the two top categories. In other words, there were more ratings in the two top categories than there were in any other part of the five point rating scale. We, of course, discovered that there were some teachers who were having difficulty and so a few ratings came in on the very low end, but very few in the D category, the fourth category down the five point scale. Interestingly, there were more in the B category than there were in the C category. If nothing else this measured a certain amount of...a certain degree, and I would say a high degree of satisfaction on the part of school administrators...with our first year teachers, so that was always a good thing. Later on in the last few years all of the colleges and universities that prepared teachers had something in the nature of a follow-up program. We probably did as much as any of the other five state institutions, at any rate....in a kind of first-year-visitation program. This usually meant two faculty members going out together and working a given area of the state for a week at a time, visiting all of the units that had our beginning teachers. We had an opportunity then to talk to the teacher and also to her immediate superior, which was usually the principal of the school in which the individual taught. This too, reflected a high degree of satisfaction with our graduates, although we had to talk to students or first year teachers, I should say, that were not doing a good job to some extent. This was good public relations too, because if people who had hired the teachers were appreciative of our interest of following them up. We still have operating a first year visitation program, but in the last two or three years it has been curtailed because of the expense involved. So, now it only means getting groups of first year teachers together by areas and talking to them as a group.

Mr. Addington: Could you identify areas where new teachers were having problems?

Mr. Samuelson: Oh, I suppose the area of discipline would be the most common, although it is difficult to know exactly what this meant. It meant pupil control, but why the student of the first year teacher was having difficult with student control was not always indicated. They also had difficulty and we rather expected it in regard to satisfying the mores of the community. This was probably more true of the first year men teachers than it was of the women teachers. Men wanted to be up to the minute in their social beliefs and they wanted to use teaching materials, particularly if they were teaching literature...they wanted to use teaching materials that were regarded as up-to-date, but sometimes the content was at variance with what the individual community would accept. While such teachers were usually popular with the students, they did not succeed in being equally popular with the community. Usually this also reflected a kind of

conservatism on the part of the principal as well as the community, so we had quite a number of complaints about this kind of teaching behavior.

Mr. Addington: Were there ever any courses set up to identify this problem and explain it to the first year teachers?

Mr. Samuelson: Well, I think it got into the program of the educational sequence in many ways. Some of the later courses in the educational sequence dealt with problems of the first year teacher. So, it was probably touched but not too effectively. Some teachers had to go out and experience what people of the community really felt about certain issues. By the time this had been done they had already secured a certain amount of negative reaction on the part of the community. Sometimes to the extent that a student was not rehired a second year...a first year teacher.

Mr. Addington: What about your philosophy of education...how has it changed, or has it changed in the past 40 years..?

Mr. Samuelson: Well, that's a big order and I don't know if it has changed so much, it probably has become reinforced over the years. I think it consists mainly of such points as these: First of all I believe in the improbability of a person and I think this applies to everyone to some degree. The people that come to college, I think, are not necessarily...do not necessarily have to represent the top 25 or 30 percent of the population of students in general. I have often said that I think higher education is, at the present time, about where high school education was several decades ago. In other words, as we approach four or five million college students, we are trying to educate as many people on the college level as we did back in the '20s and '30s in high school. Granting that we are sometimes disappointed with what happens in certain cases, I think we are looking at the short end of the telescope when we do, because we should recognize that the majority of people who go to college have made good. They may not have made good to start with, but have made good in the long run. So, most of the four or five million college students are eventually going to end up with college degrees. Now this means that as we give more people opportunity to go to higher education we are going to expand the college graduate part of the population and I think this is a good thing. We may not have geniuses in any greater degree than the I.Q.s warrant, but we're going to have educated people. I believe that this is to the benefit of our society. If we didn't believe in this philosophy; for example, we took the aristocratic notion that only certain people should be given the opportunity, then of course we would have to set up hurdles and eliminate people who did not come up to that hurdle either by admission policies in the higher colleges and universities or by some sort of rigid elimination, which is usually not by unsatisfactory grade point...average. The idea of not retaining students who fail of their first quarter, let's say, is usually indicated by those who feel that they shouldn't have come in the first places they weren't college material. My point of view, is that a good many more the number than we think are suited to college can profit by college and usually are able to finish a college program if given an opportunity. Well, that's probably enough on that. I am not necessarily the...in agreement with...or should I say; other people are not necessarily in agreement with me on this point, but you asked for my point of view and I give it to you.

Mr. Addington: Do you think there is a problem with having an increasing number college graduates that we have now and not having the employment opportunities.

Mr. Samuelson: Well, that's a problem that bothers us, alright. At the present time we have seen the effect on college enrollment when it was evident that a college degree was not a certificate for certainty for a job. Now, this has been true in teaching to some extent lately, but it has also been true of the general college graduate. He hasn't been able to find a job just because he happens to have a college degree. What that has meant is that students have been turned off on going to college to quite an extent. But, they are coming back and one of the reasons why we may expect them to come back, at least in these trying circumstances nowadays with the recession and depression going on, we probably will find that it is easier for the society as a whole to open up the colleges as a place for young people to go, rather than to try and find them jobs when other older persons are having difficulty in finding jobs. So, I would suspect that in these years,

starting this year and from now...I would suspect that the college will probably take in more students, that the government as a whole will...and other parts of our society, will provide a great many more scholarships for students so that they can go to school, because it is simply good sense to eliminate or to find some other way of taking care of high school graduates than to throw them loose on the market, the labor market...when jobs are too scarce even for older adults. Now, you'll still have a problem at the end of the time, though. So, you might ask the question...well, why keep them in college only for four years, only to have them riot have jobs later? Well, of course the whole business of the economy will change and there will be more opportunity. As for a college graduate being a better citizen, I think we have plenty of evidence that the process of education enables them to take a more active part as citizens in the community. They should be and I think they usually are more intelligent and they are able to express this intelligence in the things they desire and vote for. So, if it were only for the purpose of general education...of trying to make them better adults, better citizens...I would say that it would be worthwhile.

Mr. Addington: Do you see the college as having a social responsibility to the student as well as an academic responsibility...a responsibility to develop him socially?

Mr. Samuelson: Yes, I think so, in the main, however I am not so starry-eyed about it as I was in the past because here at Central when the college was smaller, we did believe in a social program and the development of social traits that were valuable to us in the general....the so called extra curriculum phase of the college program. Nowadays, I am not so sure that it is working that well. For example; I was interested in what the president of Central said the other day, or I read it in the Campus Crier. The comment was that student government is dead at Central. Now, whatever that means, I don't know...how we got here I don't know, but he explained it by saying that the students are serious minded and want to do studying, but they don't care for the fringes, they don't care for voting on student government issues. I must admit that there is less interest in student activities by the students themselves at the present time than there was years ago, especially when I was dean of students. I had nothing to do with it, but here was a considerable amount of interest at that time. What it means to develop a student socially, other than in the classroom, this may be less evidence given to this now than there was formerly. However, if you ask me another question; 'What does the college instructor evaluate a student on?' That question would seem to mean something that is not necessarily involved in pure scholarship. It is difficult to segregate it, but I would say that most students who are rewarded by faculty members with high grades...usually are being rated as much on personality as they are on straight achievement. For example; we haven't yet reached the point where students are not known to some degree, at least, by the person teaching the course. If we had large classes of one or two hundred or more, and where the only type of instruction is the lecture method and the students never get to talk with their professor, then I would say that a grade is usually a combination of test performance and papers with no intervening...no additional variable entering into the picture. But, as long as we have at Central classes that are small enough so that the instructor and the student have some degree of exchange and there is a possibility of the instructor knowing the students, I think you will find that the grading process will reflect performance, surely, but also attitude...also what the student conveys in the way of reaction to the subject matter and to the instructor in the course. I would also say that this shows up again when the student is a senior and wants to setup a placement file in order to have material that is a benefit to him in seeking employment. He has to have something besides a transcript of grades. Of course, he does have a practice teaching report and that in itself is a measure of personal quality, because you can't measure student teaching in terms of an objective test. Student teaching ability is something that is social in character. Also, the student goes to his major professor and to other professors and asks them to send in a form to the placement office. Now, this form again can be filled out by letter grade, numerical grade...anything of that sort. It is a description, a recommendation of a person....a description of his qualities that make success in teaching in the field very likely. It is an evaluation on the part of the person who fills it out, of that student's ability to do a job. So, again you are dealing with personal qualities and not any specific achievement on a test...you see what I mean.

Mr. Addington: When you arrived at Central in the '30s was there still a finishing school or a grooming school aspect to the teacher-education program?

Mr. Samuelson: I think I understand what you mean; did anyone in the school take an interest in helping the student polish up his social behavior?

Mr. Addington: Right, prepare him to assimilate into the community he was going to teach in eventually.

Mr. Samuelson: I think we could do a lot more in this area than we have done, but teachers have always been aware of student idiosyncrasies and have taken students... helped students personally by consulting with them and advising them. In one area, for example, that I particularly know about is one of our teaching supervisors was very conscious of overweight students and would try and advise students on how they could be more acceptable in personal appearance by a dieting process. This is a difficult area to work in because you can't be too forward in expressing your opinion of these things, but to the extent that individual teachers were conscious of student limitations, they would of course advise them.

Mr. Addington: Now has the training of teachers evolved since you've been associated with Central? Is there more emphasis now on practical instruction and practical experience?

Mr. Samuelson: I think so, I'm not entirely familiar with the present program, but I think it has a little more emphasis on getting students to get experiences with...in situations that involve working with youngsters of elementary and secondary age. I think there is more of this in the present program than there used to be. We used to try years ago to have every person who went into teaching be related to some student activity...the Boy Scouts, Girl Scouts, Campfire Girls...something in the community that they could take part in before they even went into student teaching.

Mr. Addington: Now can you discuss the relationship between the trustees and the college president and the faculty and how this relationship has evolved and changed?

Mr. Samuelson: When I first came to Central, which was in 1932, there were only three members on the Board of Trustees and if I recall...at least two of them were residents of Ellensburg. More recent years the governor has expanded the Board to include five members, I think, and the majority of the Board is composed of members who live in other parts of the state. Now, going back to those earlier days, it was possible for faculty members to know at least one member of the Board of Trustees very well because of his being a local person and in many cases a person who has social contacts with faculty people. At the present time I would say that the college has a different kind of Board, not only is it larger, but it is also composed of people who do not live away from the campus and have only infrequent contact with the college community. This, of course, means...and I presume this is the logical situation anyway...that is, the Board of Trustees depend to a large extent, for their evaluation of the college program on the reports made by the president and his administrative officers. So, the...we might define the role of the Board of Trustees as being like the Board of Education in the school district, being related to the college president as the school board is related to the superintendent. Now, they, in a sense...are the administrator of the college, they constitute the administrative board of the college and in that sense they.... their administrative officer is the president. In the last analysis they can hire and fire the college president, but they rely upon him for any recommendations relating to faculty welfare or specific faculty persons. That means that the president has to discuss policy with his Board of Trustees and in the last analysis they have to pass upon policies which are large issues that govern the administration of the college. How do the faculty get to the Board of Trustees? Well, if it's not sufficient that they get to the Board of Trustees through the president, then they have to do it by some means of communicating with the Board. Usually the Board is only an administrative agency when it sits as a Board...in other words, the individuals do not have any administrative authority alone, they may be known and this was true in the past...I know in my case I knew at least one member of the Board of Trustees and frequently talked to him, but the most in administrative terms, the Board has its entity only as it sits as a Board. Faculty members frequently have gone to Board meetings and have thereby presented points of view which were favorable to them. Several years ago we...following an incident in which a certain faculty member had been fired by the president, this action was first of all supported by the Board of Trustees. This was the famous Joe Trainor case when the question came up as to his compliance with an order of the president with relation to attending commencement and the evidence seemed to be that

he had defied administrative regulation, president's regulation, which required attendance of all faculty people at commencement and he had a contract to teach at the University of Mexico during the summer and simply walked away without attending commencement. The president fired him and the Board of Trustees supported the president even though at that time the individual faculty member involved returned and appealed directly to the Board of Trustees. However, as a consequence of this issue which was a very painful issue, the faculty were given the opportunity to setup a faculty code. At that time we had just formed a chapter of A.A.U.P...American Association of University Professors, and Doctor Sam Mohler, at the time, was president of this group. This group decided that they wanted to have something in relation to a faculty code and I was appointed chairman of the group that got together and worked on a faculty code. So, one other reason for doing this was that we were promptly censored by the American... the institution...was promptly censored by the American Association of University Professors and the college was put on a black list. We wanted to setup a situation that would make it possible to get the college off of the black list. The means by which we did it was by coming up with a faculty code and when we had done the best we knew how in making the code we had several meetings with the Board of Trustees so that they would concur with us and regard the faculty code as a valid instrument of procedures regarding matters of importance to the faculty. We still have a faculty code...it's survived until up until this time. It serves essentially the same purpose. The only question which sometimes comes up is how much authority is invested in the provisions of the code aside from the authority invested in the trustees as such. This occasionally finds the faculty and the Board to have some variance in the amount of rights that the faculty people have under the code; are sometimes considered less than arbitrary and complete, so this is a problem between the Board and the faculty. Usually group of faculty have seen fit to transmit in some way their feelings about the administration of the college they have gone to the Board with these complaints, but they have usually been worked out quite well. The...putting it in negative terms; the Board, to my knowledge, has never fired a president.

Mr. Addington: What was the effect on the college of the censor by the A.A.U.P.?

Mr. Samuelson: Well, it became a serious morale problem, but because of the action taking by the campus chapter of the A.A.U.P and by the president of the chapter, Sam Mohler we were able to meet the challenge by doing something about it and eventually we succeeded in getting the college removed from the black list of the A.A.U.P. This was a great achievement and the faculty were very pleased that this happened. While the black list continued there was always a certain amount of discouragement among the faculty, so when we were told that we were off the black list we were greatly pleased.

Mr. Addington : Did it effect the college's ability to attract students?

Mr. Samuelson: I'm not sure. I doubt whether the enrollment figures show this. We didn't suffer enrollment losses that I think would be traceable to this. For the same faculty members who were available before the censor were still teaching at the college, so I don't think it had much to do with the students, or with parents for that matter. If the students wanted to come here they did. I don't think that that was a student matter. Later on there were student resentments against the president. This, at one time, became very serious because the president was hung in effigy and at that time the student government was decidedly anti-president. But, as far as enrollment figures were concerned I don't think we have any negative evidence on that, We were talking earlier about the growth in enrollment and most of this of course followed the World War II, but our enrollment increased tremendously in the decades after World War II...the return of the veterans, but that wasn't all because the veterans were sifted out after a few years there were no large amount of so-called veterans. But, enrollment stayed up and grew very rapidly, doubled and tripled in the next several years. These were also the years when student government became somewhat restive under operation of certain policies that they traced or attempted to trace to the president.

Mr. Addington: What kind of relationship did Doctor McConnell have with the Board of Trustees and with the faculty?

Mr. Samuelson: Dr. McConnell was not the 'hail fellow, well-meet type of person' he was somewhat distant and autocratic and because of this he didn't succeed in developing a feeling of sharing with people he worked with. We wanted to be sure that he was in charge and in so doing he frequently left less leeway for faculty persons or even his administrators to operate freely. He ran a good school in many ways. I think the Board of Trustees respected him; he did have ability and he chose a good faculty and so the institution did very well, but the issues that rose were probably due to his personality and the way in which he operated. All I know about the Board of Trustees and their relation to him is that they, by whatever ways, were aware of the faculty opinion. Probably because faculty persons talked to them individually or on occasion made complaints to the Board in session. They were aware, over a period of years, that the faculty of some...parts of the faculty were not particularly happy with the college administration.

Mr. Addington: When student government was set up initially, was it involved in policy decisions or just primarily a social activity?

Mr. Samuelson: No, I think they were involved in policy decisions to this extent, that of course the amount of fees that were paid in at the beginning of the quarter and allotted to student...so-called student fees were considerable. They had a considerable amount of money to deal with and they had some degree of authority as to how it was to be spent. This was not entirely a sole responsibility of the student body, because they had to check this through the president. In some respects they were held to certain prescriptions as to how the money could be spent. They always had to support the athletic budget, which was not their making, but fell in the realm of student government or student activity, so this was one thing in their budget that they could have very little to say about. They didn't always favor the way athletic money was spent. There were...therefore...

some things that they really had no large amount of say about, they had to approve them. But, in the other area in terms of social activities or sponsorship of student movements, they had a great deal more to say. Usually this authority was pretty much delegated to them. Of course, I was dean of students and had an advisoryship relation with the students in regard to the budget. In most cases there weren't too serious difficulties. They became a little more acute as time went on, however.

Mr. Addington: Were they interested in affecting academic policy?

Mr. Samuelson: They were given an opportunity at various times to sit-in on the various curriculum planning committees. We tried to have student members there. This was kind of a hard assignment for a student in the sense that he represented only one person and didn't necessarily have too much input. He was able to be there and understand what was going on, but not too much power. More recently, of course, the activity among students trying to rate their professors, became a part of the student activity. They carried this through for a few years. I'm not sure to what extent they do it now. I doubt that they do it to any great extent. On the whole this is a good thing. They were interested and they took it seriously and they finally, one time, came up with a rating scale on the professors, which they had worked out.

Mr. Addington: What about the college's responsiveness to political changes in the state government? Is the college responsive to those changes?

Mr. Samuelson: I'm not to sure what to say about this. I don't think college administration has been largely a political issue, by this I mean that it didn't so much matter to the college whether the governor or the state legislature was democratic or republican. There were changes in the composition of the legislature from time to time. The republicans might have been in the majority at sometimes and the democrats certainly in the majority more recently, but I don't know that there were any great changes that could be attributed to a party label. We had largely republican governors, but some have been democratic and I don't think it mattered whether the governor was democratic or republican...had much influence on the policies of the colleges and of our college.

Mr. Addington: Do you think the political complexion of the Board of Trustees had an effect?

Mr. Samuelson: Well, so far as I know the appointments are made without reference to their party affiliation, and I'm not aware of any strong political feeling on the part of the members of the Trustees. I may be wrong about this, but it seems to me that the Board of Trustees is not strictly a political...politics oriented body.

Mr. Addington: How do you feel the relationship of the college is to the general society? What is the college's role in the society, what should it be doing?

Mr. Samuelson: Are you talking now about the college as a community....?

Mr. Addington: Not directly with the college and say this community, but the college's responsibility to say the greater society? What is the college doing with its students? Is its responsibility to prepare teachers or to prepare people for new occupations or does it have a greater responsibility? Does it have a responsibility to prepare citizens and which is the greater responsibility?

Mr. Samuelson: I think the general public and possibly we here at Central, faculty and administration, consider first of all the kinds of preparation that we are able to offer the students and these issues become much more prominent in our thinking than the question of our citizenship education functions. These are incidental and I presume we talk about them, but only in the general terms. When it comes to teacher education we have...we think, we have always thought, a special function. This of course goes back to the very founding of the college. We were founded as a teacher-training institution and we always have been since...even now with the considerable amount of emphasis on arts and science, we still graduate more students in teacher-education than we do in other fields. This being so, I think we have recognized our responsibility to the citizenry of preparing the very best teachers possible. We have got to work under the state Board of Education in meeting the qualifications that are setup for them in terms of courses and specific kind of curriculums to prepare teachers...to meet their certification requirements. Since these are spelled outside of our jurisdiction we are in a position where we have to follow these prescribed programs. And, I think we do, I think we are aware of it. If there is any emotional commitment then I would think that this had been achieved by the kind of teachers that influence students.

Mr. Samuelson: Students who go out to teach generally, in some way, express their gratitude to faculty people for the kind of help they have given them in going out and doing a good job. They, of course, have returned to the campus, partly by their own free will, but perhaps even more because they had to obtain a higher level of certification. Nevertheless, the fact that they have returned and come back to the college is proof that they have appreciated the kind of help that has been given to them by faculty people. If I were to say; is the alumni responsive to the college? I would have to say; as alumnus go, I think our alumni would probably stand up as being quite faithful and quite interested in college, quite appreciative of what the college has done for them. That's the society in general.

Mr. Addington: What about the community, in particular, in relationship with the college?

Mr. Samuelson: The community of the Kittitas Valley...well, I think we have always had typical of all college communities, kind of town and gown controversy. This has been brought about not because of college policy alone...and I don't know that the college policy has ever been drastically objected to by the community. There are ways in which the college policy, however, required some form of cooperation on the part of the community. Generally that has been done with a minimum amount of friction, but sometimes a certain amount of exasperation has been expressed by the community because of the demands of the college. Now, there is always this kind of antipathy shows up whereas it's quite obvious to the outsider that the community benefits economically by the biggest business in the community; the biggest business in the community is the college itself. The personnel, the number of people who have come to the community to work for the college, the payroll and amount of money that is available to the merchants in the community because of the expenditure of salary money by the faculty and workers. Everyone agrees of that, at the same time they don't necessarily feel that they are understood or appreciated as they should be in this relationship. Well, that can be said on both sides of the fence. Faculty members who come to Central are all

divisions, all gradations of attitudes to the community. I would say that with a certain amount of the younger faculty who are new here, the attitude is one of tolerance, indifference and even antagonism towards the community. People who have come...young Ph.D.s, for example, have come from large cities, are not too happy with living in a small community. They have indicated this in various ways; they have criticized publicly, they have not taken part in activities in the community to a great extent and they have sought in various ways to circumvent their having to live here, hoping that they can find jobs elsewhere or by making critical comments. Well, that is not all the faculty, but this is an attitude that is frequently expressed. Their sort of disdainful of the community. This disdain is also a source of irritation on the part of the community...really recognize a kind of high hatred-ness among faculty members and they're of course on the defensive because it's not their image of what the community is doing for the college. Those of us who have lived in the community quite a while have circumvented this attitude by being interested in citizenship functions within the community. Members of our faculty have served on the city council, have been on social clubs in the community, have exerted a large part in the Chamber of Commerce...considerable amount of faculty support for the community has come in that way and these are the people who are most respected in the local community. So, with this...along with this feeling that some faculty people do not care to belong to anything in the community, you have the certain amount of appreciation on the part of people in the community that some faculty members do take part and are citizens in the community in the best sense of the word. So, you have a somewhat muddy, interesting atmosphere in this regard. I would say the longer people stay here the more likely they are to become identified with people in the community and with the activities of the community.

Mr. Addington: What kind of lines of communication are there between the college and the business community in Ellensburg?

Mr. Samuelson: There is the Chamber of Commerce, this probably the most direct and effective line of communication and it happens to be rather effectively done now because of one member on the Chamber of Commerce Board; Larry Danton is president of the Chamber of Commerce at the present time and has been on the Board for a number of years. He represents the college community within the Ellensburg community. He is very well thought of and naturally the communication with the community is moving along very well under his leadership. That is the real good thing. He is not there on the Chamber of Commerce by accident, this is an intentional arrangement. He just happens to be the kind of guy who can function in this way so that everybody likes him and are willing to work under his influence. So, it not only helps the community to transmit their feelings about college activities, but it helps us in return in our relations with the business community. Outside of that I would say the matter is probably more individual than anything else. It has never been a problem to me because I have been interested in the community, this is typical of a considerable number of faculty people. Their participation in clubs and in churches, I think, is rather good...faculty participation. Not everyone, of course, but a considerable number are identified in clubs like Rotary Club, Kiwanis Club and the various churches in the community.

Mr. Addington: What kinds of communication are there between the college and the city and county government?

Mr. Samuelson: Well, as I indicated, there...this tie-in has been through the Chamber of Commerce and occasionally membership of college persons on the city council. The city administration and the college president...college administration has been fairly close and I would say that it has been fairly effective both ways. These ways in which people are communicating are pretty well laid out. The city council works quite effectively with the college and this has been indicated by the extent to which the city has been able to vacate streets.

Mr. Addington: As more students moved off campus, did this alter the relationship of the community to the college?

Mr. Samuelson: I think in some ways it may have. The...but it was also related to another question which I may have discussed previously and that's the question of the role of the college in relation to the

student...this comes under the head of the traditional statement of in loco parentis. Have I discussed that before? In loco parentis is, of course, that the college assumes a kind of parental relationship with students in substitution for the absence of parental supervision which is usually difficult when the student is away from home. Now this principle has been generally recognized for a good many years, however it has also been opposed by students themselves and by student organizations and also by some parents. Their feeling has been that students should be on their own, they are drawing to adulthood and they should learn to make decisions and no imposition of authority by the college should be permitted. When the college has the majority of its students in dormitories, as we have here at Central, because of the fact that we are located away from the large centers, and because we have assumed a certain responsibility for the behavior of students. That responsibility is shared between parents and the community at large, in other words, we assume that when the parents deliver the student to the college, then we are in a sense responsible to the parents for executing a certain amount of supervision to that student. To the city this means that we request the city not to assume complete responsibility for student behavior because first of all we are concerned with representing the student and in a sense disciplining the student on campus, rather than to deliver him to the police and the courts outside the college. The positive side of this would be that we are an attorney for the students; we are a representative for the students, therefore we request that this right...rights; counseling and representation be left with us. When this operated fully it meant that whenever behavior that was apprehended off campus by police authorities, city authorities...the matter was referred to the college, usually through the dean of men or the dean of women and the appropriate action was to be taken by these college officials. Whenever a student, however, became involved in a violation of city or state regulations, and might even be taken into custody by a city or state official, then we in a sense represented that student in dealing with the case locally. That's the traditional point of view, the change has come gradually, not only at Central Washington College, but at other institutions as well and considerably before we had recognized the principle of in loco parentis it had been accepted at the larger schools pretty much. The situation now is different in the sense that we no longer are able to operate on the basis of our responsibility to students...students who are apprehended in wrong doing outside of the college campus are usually handled directly by the state officials involved. The role of the dean of women has been completely role abrogated, to a large extent the traditional role of the dean of men has been done away with also. Now, this has some unfortunate connotations...it's possible and it has happened recently that college officials themselves have reported students to city officials for action regarding behavior of those students on campus. There is no longer any feeling that this matter should first be referred to some counseling authority on the campus, so the student in effect has a little built-in protection as a result of this arrangement. On the other hand, he has a great deal more freedom in making choices as to what he does and what he customarily wants to do in the way of food and drink. Where we were normally concerned with regulations as to the use of liquor in school buildings, we now are not concerned about this...we no longer operate to effectively eliminate or reduce the use of alcoholic liquors...on campus.

Mr. Addington: Can you discuss the future direction of the college; where you think the college is going and where you think it should go?

Mr. Samuelson: I can certainly discuss it, but of course as you realize this is one man's opinion. I have no legal authority for assuming that I have that right nor do I presume to have the kind of premonitions that enables me to predict with accuracy what is going to happen, so it's only one man's opinion. As I see the college at the moment, I think we are probably about to receive official authority by the state to become a university...as a matter of fact, when we were in Olympia the other day, my wife and I, we heard that the president of the college made a very effective presentation to a committee on behalf of the state colleges' right to become universities. This should be voted by the legislature now or later...seems to me it is inevitable that it will happen sooner or later as it has happened in other states. Then; what does it mean to become a university? Well, it in a way means first of all to increase the offerings of the college and to extend them to the level of a Doctor degree. We now have a graduate program of some magnitude...growing magnitude, but it ends with either a B. A. in education or a B.A. degree and doesn't go any farther. When we have the right to become a university we will have automatically the right to issue doctor's degrees. This will have some real profound implications. Students will stay here longer, quite frequently, instead of coming to college to work on a master's degree... as say maybe you have, maybe the tendency will, be for people to continue to relate to the college and to stay three or four years in the

process. This also has some implications for the nature of the student body. It assumes, I think, we may assume I think, that the college will grow in the student population from seven or eight thousand where it has been up to the present time, it will probably grow to ten or fifteen thousand, perhaps more in the long run. It also means I think that the emphasis will be placed at the upper levels of a college. In other words, we will become what will be called a senior college...that is to say; the majority of students entering Central will be juniors and above. The emphasis upon lower division work will be minimized. More and more we will be taking in graduates, junior standing graduates from the community colleges. The freshman and sophomore years will gradually...the number of students that come here for the freshman and sophomore years will diminish fairly radically. At the present time you have a situation in which already the junior class has exceeded the enrollment of the freshman class and has become the highest...the class with the highest number of students...at times. I don't, think that has been true the winter quarter of this year, but it has been true before and it will certainly become true later as we move into a status of a senior college. There are many ways of rationalizing this. I think for one thing the state has been very much concerned about the formation of community colleges. We have quite a number of them in this state at the present time and we are likely to get more. This brings to a local community or a local area the facilities of college immediately from high school. So, the student who wants to continue, but would like to live at home or live near home has facilities to start his college work under these circumstances. We then give-up to a large extent our role as a college for students from high school who of course, the ones who need the greater amount of supervision and a certain amount of help in getting organized in their work at college. If we continue to have students; freshman and sophomore years, there will be another effect of our having university status, that is that less and less concern will be given by the faculty to classes on the freshman and sophomore levels. We may, as we reach towards a larger and larger university enrollment, we may find that the job of teaching freshman class will probably be relegated to graduate students or to whatever faculty members are willing to give their time to teach these courses. Most faculties will inspire to teach students who have committed themselves to a major and for whom they feel their responsibility to maintain the professional style courses and methods. This will involve in some cases a greater emphasis about research, upon developing students who are capable of continuing to do scientific research.

Mr. Addington: Do you think that university status with state colleges will leave a gap in the education process that certain type of student...his needs are now being filled by the state colleges?

Mr. Samuelson: Well, I think inevitable it will change and rather this will reduce the number of students who go to college in the state of Washington, I don't know. At the present time we have quite, an influx of students on the community college level and the fact that we are asking for and getting more community colleges is an indication that the demand is there and that the community colleges will become more and more concerned about the entering student and what they can do to equip him for some type of gainful employment. This may have always been the objective of the community college, but it was never very well carried out...so long as there was a traditional concern about carrying these students along the college path, in other words, this is like assuming the purpose of high school is for the preparation of college; the assumption then in the junior colleges then; that they were mainly concerned about the student who was academically inclined and who would transfer to another institution...that's changing, theoretically it was recognized that the concerns of a junior college was for all students and for offering work of a technical nature, which did not require a college degree, but would give that person the skill to act...to enter the commercial world. Now, I think it is much more important in the role of a junior college, more and more is being done in this line. As to whether it will reduce the number of college graduates, that is a difficult question to answer...I don't think so. I think we are practically now at a stage where we were about forty...thirty, forty years ago. Where we were at that time in relation to high school. The growth of the high school has been from a fairly select institution to one that was presumed to have something for every student regardless of his ability or interest. When...and at a certain stage of the game we rapidly...the enrollment in high schools rapidly increased and now there is no longer any question about who goes to high school.

Mr. Samuelson: We are almost at that stage now, some thirty or forty years later, and the fact that there has been a tremendous growth of students going to college from a million to four or five million, This is comparable to what was true of the high schools about forty years ago. If we adopt the social philosophy

that...and I think we must, that the public schools in the United States have an important social function, than that is almost catamount to saying that everyone should have the right to seek higher education. If you want to put it on a practical basis I think you have to recognize that as employment demands more and more skill in this country you even have to have a social policy of keeping younger...the younger people off the labor market. The skill that they have will be low grade in most instances, anyway...there are few jobs for this character that the high school graduate can assume. Besides that, if there are not enough jobs for everyone in this country, then it almost becomes a national policy of withholding the college student from the labor market. This is done for various reasons, but namely because it is better for the employment conditions of the other millions who want work. This brings us up to the present depression; of course my prediction would be that if the rate of unemployment continues...goes to 9% or 10%, it would seem obvious that one of the moves that government might make it to supply incentives...in other words, scholarship money so that students who have little opportunity to go to work anyway, will be kept in reserve by putting them into colleges for further training.

Mr. Addington: How will university status affect Central as a teacher-training institution?

Mr. Samuelson: That is a hard one to answer. I think, inevitably, the emphasis on teacher education will be minimized if you think in terms of the number of students that will be handled at this college. A greater and greater number of them will want to pursue specializations other than the professional program and teaching. I don't see that this will necessarily minimize the quality of training that Central has traditionally given in the teacher education program. I hope not, I hope that it will have no negative effects because as we recognize now, Central has a fine program of teacher education and the success of its graduates in the field of teaching has long been recognized as high when you compare it with other institutions and their graduates. I think that we would like to, we would want to continue to maintain that kind of prestige. I don't think that the program will suffer any bad results, but the selection of the program will. More and more people will be non-teaching students.

Mr. Addington: You spoke about the difference in college enrollment over the last forty years; has the quality of college education changed over the past forty years?

Mr. Samuelson: I don't know...that's a very difficult question to answer. Fundamentally I think it depends upon attitudes as well as abilities of students. It's possible as more and more students come to college, there may be to some extent a delusion of desire for academic attainments and more students who are to some extent aimless or who do not exactly know why they are going to college. The traditional view of faculty members, I think, emphasize that this is happening. These views, however, can be questioned from certain points of view, namely; we...these professors are trying to say that the college is selective, in other words they have a sort of aristocratic notion of what college is about and many of them assume that one of the important functions in dealing with students is to eliminate...to be a part in the elimination process of the unfit. We can be that sort of institution and of course some of the denomination or independent schools probably function this way to quite an extent. On the other hand, if we assume that everyone has a right to go to college...a great number of people have a right to go to college if he has finished high school or has any other reason why he should be admitted; for instance by the G.E.D. test or veterans are admitted without having finished high school. If we admit that this is a right then we almost immediately have to ask ourselves, what is our duty, what is our responsibility to these students. As we admit this and offer counseling services and specialized work to enable these people to qualify for better academic performance, then we in a sense are going to admit more students and we are going to be more concerned about their retention.

Mr. Addington: What are your thoughts about various grading systems and recent criticism of very high grade point averages.

Mr. Samuelson: First of all let me say that we are not really sincere when we talk about being selective institution because the function of grades now is a sort of gesture towards popularity. When you assume this of course you are already saying that; well, we'll grade the students in such a way that he is not

offended by his grade. That means that more students are more likely to get A's and B's and fewer students are likely to get C's and D's and E's. I don't think there is any evidence at any institution that this isn't going on. The university, for example, I think already....the University of Washington already recognizes that this is what the professors are doing. It's sort of a nod to popularity the high grader is pleasing more and more students. On the other hand the severe grader, the one who wants to be realistically frank, he is deterred to some extent by the fact that he will not be a popular professor, he will not be a popular teacher. Not only will he not be popular with students but he will not be particularly popular with the rest of the faculty. So, I don't see the grading system as being very effective in the so called business of separating the sheep from the goats. The most important function of grades in the learning process is that of providing incentives. By no stretch of the imagination can we say that grades are an objective evaluation of student performance. It is based upon several things besides performance...let's say test performance is based upon the attitude of the faculty person towards that student. It's based upon certain personality traits that the student exhibits in his class, but in the last analysis there is always this tendency to want to remain popular with students, to give them rewards and so the so called bell shaped curves in grades is hardly ever achieved and practiced. It is more than likely that if there is an average grade at the top of the curve it would probably be a 'B' rather than a 'C', or certainly somewhere between the two. You ask me my evaluation. What if anything can you substitute? That's a difficult problem too, because any system that is based upon a more descriptive analysis of a student's ability and traits is also more cumbersome, takes more time, requires much more data in order for faculty members to make such a judgment. It demands smaller classes, classes in which students will be able to participate more freely. It also ends the use of other indices that are perhaps more valid in some ways...term papers, opportunity for people to do independent research and so on. As long as we have large classes...lower division classes, particularly are not going to operate on that basis. So, we will rely on grades because we have no other...we haven't got the time to do anything different and we have no other ready means. We are also going to depend upon tests and test scores...in which case, if you wanted to use the curve you could because the test scores tend to distribute themselves over in a sort of bell-shaped way. No one assumes, though, that students...few people assume that test scores are any completely valid evaluation of a student's work, so we are in a dilemma...we can spread the grades by giving tests, we can limit the class largely to lectures on which tests or assignments can be based. When you take a test you assume that you can deal with the textbook material or that the materials of the lecture and that that becomes the context of the course. Most people would question the validity of this assumption. If you are talking about how to use tests and how to have them distributed, then you better give grades and you had better base it on textbook contents. People have long regarded the fact that grades were not adequate, they have attempted to adjust to it by using a pass/fail system and I understand now that the reaction towards the pass/fail system is becoming more and more unfavorable. In part it results from the fact the students may not have under these arrangements, the incentive to do a considerable amount of work, they tend rather to say, 'We don't have any incentive for a grade, we don't have to work.' Well, that happens, the ambitious students don't like it because the pass doesn't separate their achievements from that of the average and they continue to say, 'Well, I would like to have the recognition of superior work.' So, we are back again to grades, or we are back again to something that is always going to be difficult and that is a kind of rating system in which the person is viewed as someone who performs, shows certain character and personality traits in the process and then we attempt to describe this person adequately. I would be interested to know about how the Evergreen College is managing their system because it seems to me that they have to assume other things besides tests are involved in their rating of students. It's still an open question; anytime, thought when you assume a responsibility for more complete knowledge of what the student has learned or what has happened to him in the way of mental and personal growth...anytime you assume this responsibility you are in for a lot of work. That is not a hard and fast answer, is it?

Mr. Addington: Can you discuss your views on the funding of public education?

Mr. Samuelson: Well, obviously I think the role of public funding, of college and university education, must continue to grow. The path of the non-public institution is becoming more and more thorny. Institutions that have a much revered tradition of liberal education and some of them, of course, justly merited...will have a greater and greater difficulty in maintaining an institution and providing the funds to maintain their college at a high level. As we go along I think you will see more and more of the...of a drop-

off in such colleges and a greater and greater emphasis on public supported institutions. You will find already that some institutions want to be funded, want to claim to be funded by using public funds. If this were true then of course they may be able to maintain themselves, but it is much easier to assume that the state colleges, the state universities will continue their preeminence and continue to attract the major part of the students. So, public funding is not only in the picture at the present, it's going to grow in importance, simply because there isn't enough help outside of taxation for colleges to be maintained. Tuition charges become exorbitant and become more and more difficult to maintained.

Mr. Addington: Can you discuss the funding of local school districts?

Mr. Samuelson: This is a problem already in the state of Washington. It's going to be interesting to see what happens if and when that second round of levies... school levies for local funding...funding on a local basis, how they come out. We not only have instances of school districts failing a first levy, but we now are beginning to get a round of failures of second levies. I was trying to think of the last one...it was some large district over on the coast...Seattle's is coming up, the Highline's...a number of coast systems are faced with the necessity of trying for the second time to pass their levies. There is no indication that all of them will succeed the second time around, as a matter of fact I think that some very unfavorable situations will derive in many systems. I wouldn't be surprised if Seattle were one of them. What does it mean; it means that already you have an unfair taxing system which becomes more and more intolerable. We not hurt so much in Ellensburg and most of the interior districts simply because farm land or property taxation in the interior has not become so odious or burdensome...property is not taxed so high and the tax burden has not become quite so odious as it has on the coast. When you pair that with the fact that the coast area is more industrial and therefore is likely to suffer great difficulties from unemployment, you will probably find that the public reaction will be one of refusing to be taxed further and while they do not thereby say they are not in favor of their schools, this is the only way they can take their protest out...they can't do much about a sales tax or any property levies that are made by the state government, except through their representatives, of course. It will be interesting to see what happens when enough of these levies do not pass and the only prediction that I can make is that this is going to throw focus of attention on the state legislature and unless they back away from it, then this is going to be a real tough stand to take. They will have to do something about the matter of funding on the local level. In other words, it is inconceivable that Seattle and Shoreline and Renton, places like that, are going to rest their case if they don't pass their special levy a second time. I wouldn't be surprised if they would march over to Olympia and make a plea on the state level. Unless they do, this at once creates an automatic increase in the difficulty that is already present in the depression, because teachers will be deprived of jobs when the school program is curtailed...you see what effect that will have on teacher placement in our institution, there will be a tremendous effect, sort of an escalating effect throughout the economy of this state if that happens.

Mr. Addington: Do you think there is any reluctance on students to enter the education field now with the insecurity of funding and local funding solutions?

Mr. Samuelson: Well, there has been....well, wait a minute, maybe I jumped the gun there. I thought you were saying that students will look with....they will look at college as something that isn't by any means valuable in the process of getting jobs. Now, that has happened in the last few years. Teachers have not been able to get jobs and not only that, all college graduates have had difficulty getting jobs. So, there is no 'open sesame' to jobs by going to college, unless conditions change. I also said that I thought college enrollment would grow and the kind of social policy of taking care of people who otherwise would be unemployed or attempting to get jobs in the labor market, would simply extend the lines of people looking for work, which you already have. So, here you have two things at work. College isn't the answer in terms of certainty in getting a job. That would be true whether we had a depression or not, though I think after a depression is over people are going to come to colleges for...promising young people, not only schools but other institutions as well. Where you have that, on the other hand, that you almost have to assume that society should do something about the unemployed teenagers and older students and I would expect that this would increase college enrollment and keep them off the labor market for four years.

Mr. Addington: What are your views on unionization of teachers?

Mr. Samuelson: Unionization...oh, for gosh sakes. Well, first of all I think it's inevitable that a group of people such as teachers should have the same privileges as people of other occupations. There are and have always been some sort of associations for professions who have had a considerable amount of determining policy. The A.M.A. is an example of it, lawyers are so organized and of course we have our N.E.A. and local state chapters. What your saying, of course, has to do with whether we the teachers should affiliate with the labor organization. In other words the A.F.T. is affiliated with the largest U.S.A.F.L.C.I.O.

Mr. Samuelson: Traditionally, as a conservative person, I would probably say, well, I have always talked against it. I have always talked in favor of federal or state organization like the N.E.A. or W.E.A. However, it has been apparent in the last few years that both the A.F.T. and the local chapters or the N.E.A. and local groups of associations...state associations have moved closer and closer together, so now it is hardly...the distinction is hardly noticeable between these two. In other words, the W.A. will permit the local teachers, sanction strikes for local groups, just as the A.F.T. Now, let me see if I can rationalize that. It's certainly just as much...it is just as fair to assume that the weapon of the strike be employed by teachers just as it is by others. The effects of striking are a little different and a little bit more difficult for people to accept because by striking, teachers going on a strike, you automatically eliminate the opportunity for young people to go to school for a limit or length of time. This will affect the public in an adverse way. They are not so much concerned about the longshoremen going on strike or some other group, because this doesn't automatically affect them or their children. But, teacher striking automatically effects parents and of course children who are deprived of the right to go to school. As to the solution to that problem, I hardly know. I think there are many facets to it are, as long as we have a system of taxation that is obviously unfair in the sense that people who are not earning proportionately are being taxed more heavily than they can. As long as we are not able, for example, to put into operation an income tax in this state you will have public reaction against the use of other means of taxation, mainly the property tax and to a large extent the sales tax which is regressive in it's application to people. More and more emphasis on the people, more burden on people who are limited in their ability to pay. As long as we don't have that you will have, of course, a near taxpayer reporting, namely a taxpayers protest, which will mean the failure to pass levies, for example. On the other hand you thereby limit a fair wage for those who try to operate our public schools, namely the teachers. So, their weapon, the strike immediately effects the people and children who go to school who are paying the large taxes. This situation is very difficult to resolve. Every time we vote for an income tax it's soundly defeated, whatever the justice of that is...it means we are stuck, we can't do much better. Let me put it this way, if I were a teacher I would probably recognize that I was being maltreated if my salary were reduced in a time of depression or if I were not being paid what people with comparable problems of preparation, if I were not being treated salary wise in a way comparable to what other people were getting in other types of work I would probably strike. Ideally I don't like teacher strikes. It's one of those dilemmas that I think we have to resolve somehow. Somehow or other as I talk idealistically, I would say somehow or other the student who should be the focus of concern is the one who suffers the penalty. This might be true in other ways; in the unionization of teachers, when you unionize you also standardize hours of work. Of course the present description of a teacher who comes when the pupils come and leaves when the pupils leave at the end of school is an indication of what has happened. When students also protest that they are not able to see their teacher outside of class, then a certain traditional function of teaching has been profaned. That's why I say ideally I am against strikes and against unionization, for that matter. I see this happening.

Mr. Addington: Do you think teacher strikes have had detrimental effect on the status of teachers in the community?

Mr. Samuelson: To some extent, yes. I don't think that is quite fair to teachers. I think teachers by and large are very conscientious, idealistic people, who take their job seriously. Therefore when public reacts negatively its unfortunate, but this is happening. I don't know the answer. What happens...you might be interested in this, too, I think this could be at large a great deal....what also happens is that you now begin to see teachers and particularly administrators becoming less and less enamored with their jobs. The superintendents, particularly are retiring earlier because of the strain of the position. That is also true to quite an extent of the principal. Teachers are no longer interested in staying in the teaching profession the so called optimum thirty years, they are likely to retire at 25 years of experience. This may grow, the

tendency may grow. Now, if teaching isn't something that you really keyed up to do, and you find all of the so called hazards and drawbacks becoming more and more important, then something vital has happened...something vital has been lost in the teaching job. You have superintendents now, some that I could name, who are retiring in their '50s. They no longer want to continue doing their jobs. Teachers are retiring more often at 25 years rather than 30 years. How many years did I teach? I started teaching in 1918 and I taught my last assignment for the college over in Highline, supervising September experience teachers in 1969. That's fifty-one years.

Mr. Addington: How do you feel about the appointment of a student to the Board of Trustees?

Mr. Samuelson: I am in favor of it. I see no reason whatever and I think it's very silly for legislators to make any comment about the qualifications of a person who happens to be a student at this college...even if there were not an age differential, in the case of this person, she is old enough by normal interpretation to be a member of the Board of Trustees. Even if this were not true I see no reason why students shouldn't be involved in the administrative process of the college. We already have recognized the fact that students ought to be on faculty committees and it's only a step beyond that to assume that maybe a capable student could function well on the Board of Trustees. Of course, as we get more and more graduate students its all the more reason. These people will be more mature and there is no reason at all that I can see that somebody shouldn't be selected from a graduate list, a capable person to serve as a Trustee.